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ABSTRACT

The test detailed in this document is designed to diagnose learning deficiencies in punctuation for grades three through seven and supplies the teacher with a list of specific teaching concepts which need to be taught to each child. The document contains a test description, directions for administration and scoring, two references, a sample of corrected sentences, a table of errors and appropriate rules, suggestions for instruction, a pupil score sheet, a pupil-response booklet for a diagnostic punctuation test, and a class-profile sheet. (JM)

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TEACHER'S MANUAL

Diagnostic Test

Capital Letters and Punctuation

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CS 203 045

Test Description

This test is designed to diagnose learning deficiencies in punctuation. The test has been developed to direct teaching. No attempt is made to classify pupils in terms of other pupils; rather it is the intention to supply the teacher with a list of specific teaching concepts that need to be taught to each child.

This test is probably best suited for grades 3 to 7, although older children needing a remedial program could use this test. There are two levels. Level I is suited for grades 3 and 4 and Level II for grades 5, 6, and 7. Those doing Level II should also do Level I. Understandably, those children with severe reading problems will have difficulty with the more advanced sections of this test. It is unlikely that a teacher would want to be concerned with higher level skills in punctuation with this type of child until the reading skills were improved.

Besides this Teacher's Manual, you will need the following materials:

1. The pupil response booklet. (one for each child)
2. The pupil score sheet. (one for each child)
3. The class diagnostic profile. (one for every 10 children)

Administration

1. Ensure all desktops are clear except for pencils and erasers.
2. Tell pupils they are about to receive a small test each, and they can look at the front page but must not turn any pages.
3. Have the pupils write their name in the top right hand corner.
4. Read the instructions and go through the demonstration examples on the front page of the booklet. Ask for questions and clarify where necessary.

5. Those doing only Level I (3rd and 4th grade) should be told to turn the page and work through the sentences on that page. Time for Level I is 10 minutes. This should be announced when the pupils start.
6. Those pupils doing Level I and Level II (above 4th grade) should be told to turn the page and work through all the examples in the book. Total time for Level I and Level II is 20 minutes. This should be announced when pupils start.

Scoring

Errors should be noted and circled on the Pupil Score Sheet. Do not forget to enter the pupil's name on each score sheet as it is filled in. In order to help you to find and classify the errors a list of the corrected sentences with the errors listed is supplied (see page 3). The errors are coded according to sequence and position within the sentence. For example error number 23c is the third error in sentence 23. In order to relate the error to a specific rule, a cross reference table is supplied (see "Error to Rule Table", page 6).

When the individual pupil score sheets have been completed, this information should be transferred to the Class Profile-Diagnostic Punctuation Test sheet. Lay the Pupil Score Sheet over the Class Profile sheet so that both pupil scores and rule numbers are visible and aligned. Write in each pupil's name and count the number of errors in each category of the Pupil Score sheet and write the amount in the corresponding space on the Class Profile sheet. The Class Profile sheet is a summary which will provide you with a diagnostic listing of each pupil and his performance in each of the punctuation rules.

Selected References

Shaw, Harry, Errors in English, Barnes & Noble: New York, 1962.

Shaw, Harry, Punctuate It Right, Barnes: New York, 1963.

1. The cat ran in the house.
   a b

2. If you come with me I will go.
   a b

3. Where have you been?
   a b

4. Have you seen Smith?
   a b

5. Some Mexican friends came to visit us.
   a b

6. Shall I visit you on Monday?
   a b c

7. I bought apples, oranges, bananas, and nuts.
   a b c d

8. You and Mary may gather flowers next February.
   a b c d

9. The grocer sells eggs, butter, bacon, and cheese.
   a b c

10. The North American men sailed on the "Enterprise" yesterday.
    a b c

11. Tom went into Dr. Young's garden, dug a hole, put in the apple tree, and pressed the earth firmly around the stem.
    a b c d

12. London, the capital of England, is on the River Thames.
    a b

13. "I wish Alice would come," said Mrs. Jones.
    a bc d

14. I gave away Jack's ball, but I still have his bat.
    a b c

15. Charles Dickens, the English author, wrote "Oliver Twist."
    a b c

16. At Christmas I am going to stay at Mr. Edmund's house on Main Avenue.
    a b c d

17. Is Dr. L. Morton going to live here next April?
    a b c

18. Mother said, "Always eat some fruit with your breakfast, John."
    a bc d

19. Tom lives on Murray St. with some Dutch people.
    a b c d

20. Having climbed to the top of the tree, I waved my handkerchief gaily.
    a b

21. "Jane, you must hurry," said her mother, "or you will be late for school."

22. He was, I understand, the best student of his class.

23. Was Professor S. Linden here before Easter?

24. If it's hot, we shall take Dora's swimming suit.

25. Mrs. Hunt, our new teacher, lived on Baker Rd. last year.

26. "We shall not have art today," said the teacher. "We had it yesterday."

27. Namath, the famous football player, could not play in the final game, as he had hurt his leg.

28. Bill doesn't like the new poem, because he prefers poems about soldiers.

29. Uncle Jack said, "You mischievous boys, just look what you've done to the ladies' hats."

30. This bicycle, which I bought in London, is for John, as tomorrow is his birthday.

31. "Beware," cried the man. "That dog bites."

32. I'd like to see the boy's school, for I hear it is a fine building.

33. To grow sweet peas, do the following: make a trench, dig in some manure, place the seeds at equal intervals, and then cover with a little soil.

34. "Ah," exclaimed the policeman. "What have you there, my boy?"

35. To make cakes, we use the following: flour, sugar, eggs and butter.

36. He said, "Where are the children's books?"

37. His total bill was four hundred dollars (\$400.00).

38. The committee's duties were listed as follows: (1) to outline the suggested budget, (2) to set a date for the next meeting, and (3) to contact a guest speaker.

ERROR TO RULE TABLE

Error	Rule No.	Error	Rule No.	Error	Rule No.	Error	Rule No.
1a	1	12a,b	5	20b	3	29a	13
1b	2	13a,c	10	21a,d	10	29b	16
2a	3	13b	12	21b	16	29c	17
2b	2	13d	8	21c	12	29d	19
3a	1	14a	5	21e,f	10	30a,b	16
3b	4	14b	11	22a,b	16	30c	11
4a	5	14c	3	23a	8	31a	12
4b	4	15a,b,c	5	23b	9	32a	17
5a	1	16a	6	23c	6	32b	19
5b	5	16b	3	24a	17	32c	11
6a	3	16c	8	24b	18	33a	16
6b	6	16d	14	24c	19	33b	20
6c	4	17a	9	25a,b	16	33c,d,e	7
7a,b,c	7	17b	5	25c	14	33f	2
7d	2	17c	6	25d	9	34a	12
8a	1	18a	12	26a,c	10	34b	4
8b	5	18b,d	10	26b	12	35a	18
8c	6	18c	13	26d,f	10	35b	20
8d	2	19a	5	26e	1	36a	13
9a,b,c	7	19b	14	27a,b	16	36b	19
10a,b,c	5	19c	9	27c	11	37a,b	15
11a	8	19d	5	28a	17	38c	19
11b,c,d	7	20a	16	28b	11	38b	20
						38c,d,e; f,g,h	15

SUGGESTIONS FOR INSTRUCTION

A Criterion-Referenced Test

The test is criterion-referenced rather than norm-referenced, i.e., the emphasis has been placed on identifying specific concepts that need to be taught and not on normative information related to grade levels or language age.

Use of Class Profile

Persons using this test for treatment on a single case basis may have little use for the class profile sheet. Teachers developing a treatment program for several children will find the class profile a helpful aid in designing treatment procedures. Where resources allow for tutoring on an individual basis, the teacher need just work across the row for each pupil and tutor in the deficient concepts starting with those on the left of the row.

Many teachers may not have the resources to undertake individual tutoring for all cases. In such a situation, an effective treatment program could use a combination of small group instruction and seat work exercises. In dividing the class for small group instruction (5-7 pupils per group) the columns should be totaled to determine (1) the concepts that need to be taught, and (2) the children needing instruction in these concepts. Utilizing such an approach, the teacher can ensure that groups are indeed homogeneous so that instruction will be given to children who need it.

The teacher who is concerned about progressively increasing the effectiveness of her instructional methods should retest when she considers her

treatment program complete. By comparing the retest profile with the pre-test profile, the teacher will be able to evaluate the effectiveness of her teaching as well as checking to make sure that there were no children still in need of help.

When is the Criterion Met?

A criterion test should have provision for setting a level, the attainment of which indicates that no more instruction is necessary for that particular concept. While the exact level is always related to the situation and subject matter, most levels utilized are either 80 per cent correct or higher. Using this as a guide, the following table gives the maximum possible allowable errors for each concept. Children with more errors should receive instruction and be retested to ensure that the criteria listed in the table are met.

Rule No.	Max. Allowable Errors		Rule No.	Max. Allowable Errors
	Level 1	Level 2		Level 2
1	1	1	8	1
2	1	1	9	1
3	1	1	10	2
4	0	1	11	1
5	1	2	12	1
6	0	1	13	0
7	1	2	14	0
			15	1
			16	2
			17	1
			18	0
			19	1
			20	0

Skills Evaluated

While this test evaluates acquisition of punctuation concepts, it does so in a specialized setting, i.e., one in which the child is required to correct an

error in a given sentence. This is a critical skill but must be supported by applicative exercises. Such applicative exercises should require the child to apply these punctuation skills to their own writing.

The non-reader will do poorly on this test because a certain level of comprehension is necessary to apply punctuation concepts. If there is any doubt about the reading level of a child, the teacher should have the child read several sentences and answer a few comprehension questions, e.g., for the first sentence the child might be asked, "Where did the cat run?" Obviously, a child with reading problems needs to have remedial treatment in reading before being considered for a treatment program emphasizing punctuation concepts.

A pupil will often add unnecessary punctuation marks and capital letters. While these are errors, they are not recorded as such. A major reason such additions are not recorded as errors is because they are often a function of the test situation. When a pupil knows that he will be evaluated for punctuation, there is a tendency to add additional marks "to be on the safe side." Many of these additions would not occur outside the test situation.

Name_____

Pupil Response Booklet

Diagnostic Punctuation Test

In the following sentences some punctuation marks have been left out. Read the sentence carefully. Put in any punctuation marks that have been left out. Where a capital letter is needed write it ABOVE the word. There may be more than one punctuation mark left out in each sentence.

Examples

1. jack and bill are late

Correct: J B
Jack and Bill are late.

2. what time is it

Correct: W
What time is it?

Do not turn to the next page, until told to do so.

LEVEL I

(1) the cat ran in the house

(2) If you come with me i will go

(3) where have you been

(4) Have you seen smith

(5) some mexican friends came to visit us.

(6) Shall i visit you on monday

(7) I bought apples oranges bananas and nuts

(8) you and mary may gather flowers next february

(9) The grocer sells eggs butter bacon and cheese.

(10) The north american men sailed on the "enterprise" yesterday.

LEVEL II

11. Tom went into dr. Young's garden dug a hole put in the apple tree and pressed the earth firmly around the stem.

12. London, the capital of england, is on the River thames.

13. I wish Alice would come said mrs. Jones.

14. I gave away jack's ball but i still have his bat.

15. Charles Dickens, the english author wrote "oliver twist."

16. At christmas i am going to stay at mr. Edmond's house on Main avenue.

17. Is Dr. L morton going to live here next april?

18. Mother said always eat some fruit with your breakfast, John.

19. Tom lives on murray st with some dutch people.

20. Having climbed to the top of the tree i waved my handkerchief gaily.

21. Jane you must hurry said her mother, or you will be late for school.

22. He was I understand the best student of his class.

23. Was professor S Linden here before easter?

24. If its hot we shall take Doras swimming suit.

25. Mrs. Hunt our new teacher lived on Baker rd last year.

26. We shall not have art today said the teacher. we had it yesterday.

27. Namath the famous football player could not play in the final game as he had hurt his leg.

28. Bill doesnt like the new poem because he prefers poems about soldiers.

29. Uncle Jack said, "you mischievous boys just look what youve done to the ladies hats."

30. This bicycle which I bought in London is for John as tomorrow is his birthday.

31. "Beware" cried the man. "That dog bites."

32. Id like to see the boys school for I hear it is a fine building.

33. To grow sweet peas do the following make a trench dig in some manure place the seeds at equal intervals and then cover with a little soil.

34. "Ah" exclaimed the policeman. "What have you there, my boy"

35. To make cakes we use the following flour, sugar, eggs and butter.

36. He said, "where are the childrens books?"

37. His total bill was four hundred dollars $400.00.

38. The committees duties were listed as follows 1 to outline the suggested budget, 2 to set a date for the next meeting, and 3 to contact a guest speaker.

CLASS PROFILE - DIAGNOSTIC PUNCTUATION TEST

	Initial capital letter	Terminal sentence period	Capitalize "I"	Question Mark	Capitalize proper nouns	Capitalize days, holidays	Commas in a series	Capitalize titles	Initials and abbreviations	Quotation marks	Commas to separate clauses	Quotation and commas	First word of quotation	Streets as a name	Parenthesis to enclose	Nonrestrictive phrases	Contractions	Adverbial clause	Possessive apostrophes	Colons	Total Errors Possible	Student's Score	☒ passed ☒ failed ☒ retested passed
ctuation Rules	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
Possible Errors Level I	4	4	2	3	6	2	6																
Possible Errors Level II	5	4	5	4	15	5	12	4	4	12	5	6	3	3	8	12	4	2	5	3			NOTES
ILS																							
l Possible																							
L																							

s _____ School _____ Teacher _____ Date _____

Name _____

PUPIL SCORE SHEET

	ERROR NUMBER Level I	Level II
1. Sentences should begin with capital letter.	1a 3a 5a 8a	26e
2. Place a period at the end of every declarative and imperative sentence.	1b 2b 7d 8d	33f
3. The pronoun "I" is always capitalized.	2a 6a	14c 16b 20b
4. Place a question mark after every direct question.	3b 4b 6c	34b
5. Capitalize all proper nouns and adjectives derived from proper nouns.	4a 5b 8b 10a 10b 10c	12a 12b 14a 15a 15c 17b 19a 19d
6. Names of the days of the week, special holidays, and names of months should be capitalized.	6b 8c	16a 17c 23c
7. Use commas to separate the items of a series.	7a 7b 7c 9a 9b 9c	11b 11c 11d 33c 33d 33e
	LEVEL II	
8. Titles used with proper names should be capitalized.	11a 13d 16c 23a	
9. Use periods after initials and abbreviations.	17a 19c 23b 25d	
10. Quotation marks are used to enclose a direct quotation.	13a 13c 18b 18d 21a 21d 21e 21f 26a 26c 26d 26f	
11. Use commas to separate clauses of a compound sentence.	14b 27c 28b 30c 32c	
12. Set off direct quotations with commas.	13b 18a 21c 26b 31a 34a	
13. The first word of a direct quotation should begin with a capital letter.	18c 29a 36a	
14. A common noun such as street, company, etc. is capitalized when it becomes part of a particular name.	16d 19b 25c	
15. Use parenthesis to enclose figures or letters, indicating division, enclose sums of money, and to enclose material remotely connected with its content.	37a 37b 38c 38d 38e 38f 38g 38h	
16. Set off nonrestrictive phrases or clauses and items of a parenthetical nature.	20a 21b 22a 22b 25a 25b 27a 27b 29b 30a 30b 33a	
17. Use apostrophes to show that one or more letters have been left out, as in contractions.	24a 28a 29c 32a	
18. Set off an adverbial clause which precedes a main clause with a comma.	24b 35a	
19. Apostrophes are used to form the possessive of nouns and pronouns.	24c 29d 32b 36b 38a	
20. Use a colon to formally introduce a list of words or phrases.	33b 35b 38b	